

Lapwing

Student: Richard (20 years old, post 19)

2017-18 bespoke post 19 programme with Lapwing Education (via enrolment at Suffolk New College)

What Richard says:

"I think I've moved on a great deal, due especially to the great bespoke course set up for me by Lapwing. My confidence has greatly increased during my time on this course. My tutor is unique and we get along well. I can't thank them enough."

Background

Richard has a diagnosis of Autism Spectrum Disorder and specific learning difficulties affecting his communication, socialization and anxiety, as well as his literacy and numeracy capabilities. Richard had felt safe and well supported at Suffolk New College for four years but there was no academic pathway for him to continue his education at the college and no clear progression route for Richard to transition from college into the real world.

Richard's bespoke programme

Lapwing were commissioned to provide a bridge and help support Richard's transition from post 16 college education into adulthood, continued education and potential employment.

Richard's programme consists of three 1:1 tutoring and mentoring sessions per week (eleven hours) mainly based in the community – libraries, hired kitchens and work placements (a café and a museum). Richard has continued to develop his literacy and numeracy skills through explicit English and mathematics sessions. He is developing his practical catering skills and is also experiencing work placements in a supportive environment. Throughout the 1:1 tutoring sessions, Lapwing have focused heavily on facilitating Richard's personal development and employability, significantly helping him to develop his communication, confidence, social interactions and resilience as a learner and within the wider world.

Outcomes and qualifications

Richard has benefitted significantly from a dedicated Lapwing tutor who has helped him to continue to develop his literacy and numeracy skills attaining Gateway Level 1 English and mathematics qualifications with ongoing delivery and assessment through his learning programme. Richard has also worked on the practical application of these functional skills in the context of a work placement or real life scenario (eg. handling money, shopping on a budget, reading recipes, following instructions, communicating with the public, etc.)

Due to Richard's previous college background in hospitality and catering, he has also worked with a specialist tutor to develop his practical catering skills, as this could be a potential future pathway. He has also begun supported work placements in both a café and a museum and is developing his employability skills in the broadest sense from working with others and communicating with customers, to preparing food and handling payments.

The future

Richard has made significant strides in terms of his personal development and independence and he has realised there is an accessible world outside the college environment. He has continued to make progress with his functional literacy and numeracy while attaining appropriate qualifications, and his supported work experience has challenged him to realise his potential capabilities. With appropriate but reduced support in the form of a supported internship, Richard will continue to take meaningful steps towards independence and future employment.